



## **Application Pack**

Key Stage 2 Classroom Teacher

Fixed Term for Maternity Cover

Acorn Multi Academy Trust, The Hub Office





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# Introduction from Andrea Rice, CEO & Executive Head



On behalf of the Acorn Multi Academy Trust, I would like to thank you for your interest in joining our Trust. I hope you find this information pack helpful in finding out a bit more about the Trust.

We are seven schools working together to strive for excellence in all we do. We have a clear focus on school improvement to ensure all of the children achieve the best possible outcomes in all areas of school life.

All of the schools are located in East Devon and West Dorset, on the boundaries of Devon, Dorset and Somerset, and mainly in rural, village settings.

The schools are:

**Mrs Ethelston's CE Primary Academy, Uplyme**

**St Andrew's CE Primary Academy, Chardstock**

**Axminster Community Primary Academy**

**Marshwood CE Primary Academy**

**Membury Primary Academy**

**Loders CE Primary Academy**

**Thorncombe St Mary's CE Primary Academy**

I hope this information pack answers some of the questions you may have about joining our Trust, however, there will be areas for which further detail is needed. Please feel free to contact us to ask the appropriate questions, or check our website:

<https://www.acornacademy.org/>

I hope that once you have read this information you feel inspired and look forward to being part of our exciting organisation.

***Andrea Rice***

***CEO & Executive Head***

# About Acorn Multi Academy Trust

School	NOR	Location	Number of Teachers
<b>Mrs Ethelston's CE Primary Academy,</b>	190	Uplyme	9
<b>St Andrew's CE Primary Academy,</b>	99	Chardstock	6
<b>Axminster Community Primary Academy</b>	288	Axminster	10
<b>Marshwood CE Primary Academy</b>	55	Marshwood	5
<b>Membury Primary Academy</b>	12	Membury	3
<b>Loders CE Primary Academy</b>	62	Loders	5
<b>St Mary's CE Primary Academy</b>	36	Thorncombe	3

The Acorn Multi Academy Trust (AMAT) is a group of seven local primary academies based in East Devon and West Dorset. It was formed in 2014, when Mrs Ethelston's CE Primary Academy, Uplyme, and St. Andrew's CE Primary Academy, Chardstock were then working together as a Federation, were joined by Axminster Community Primary Academy and Marshwood CE Primary Academy. Since then, Membury Primary Academy, Loders CE Primary Academy and Thorncombe St Mary's CE Primary Academy have also joined the Trust.

Our schools, whether church or community, maintain their unique identity, but are committed to learn from, and support each other by sharing good practice and experiences across the Trust community.

The Trust is run as one organisation and is managed by a board of Directors, along with an Executive Leadership team, and a Senior Leadership Team comprising the seven Heads of School, and the Executive Head. Through this structure, we believe we are able to offer our children the highest possible standard of teaching and learning.

Our Trust prides itself on providing a friendly, caring, family environment within which children can flourish. We seek to stimulate a love of learning in our children so they become lifelong learners and achieve to the very best of their abilities in a rapidly changing world. Every child is encouraged to find their unique strengths within a setting where they are happy, well cared for and, most importantly, where they care for each other.

# Advertisement

## Key Stage 2 Classroom Teacher

<b>Location</b>	Marshwood CE Primary Academy
<b>Salary details</b>	MPS Level 1 - 6
<b>Appointment type</b>	Full time, Fixed Term Contract for maternity leave
<b>Tenure dates</b>	17 April 2023 to 26 July 2024

The Acorn Multi Academy Trust consists of seven academies: St Andrew's CE Primary, Chardstock; Mrs Ethelston's CE Primary, Uplyme; Axminster Community Primary; Membury Primary; Loders CE Primary, Marshwood CE Primary and Thorncombe St Mary's CE Primary.

Marshwood CE Primary Academy is a small Church of England primary school based in rural West Dorset. We have around 60 pupils across 3 small mixed-age classes and a supportive and dedicated staff team. Our vision is centred around the words "Nurture, Grow, Flourish". We nurture all members of our school family to be happy, self-confident, and supportive of one another. We are committed to seeing everyone grow in understanding, appreciation and respect for themselves, people around them, and the world they live in. We want each person to flourish in their lives within school, the local community and beyond.

We are looking for a committed and passionate Key Stage 2 teacher, who can help our children achieve their potential and develop into well-rounded young people. If you are an inspirational, dynamic teacher, we welcome you to apply to be part of our successful and hard-working team.

The successful candidate will:

- Be passionate about learning and able to encourage every child to enjoy and achieve highly in all aspects of school life.
- Have proven commitment to raising standards through excellent teaching and learning.
- Be able to work effectively as part of a team and contribute to the whole school community.

In return, we can offer you:

- Warm, enthusiastic and friendly children.
- A committed and supportive staff team.
- Excellent professional development through the Acorn Multi Academy Trust.

An informal discussion about this post is encouraged and highly recommended; and we would also welcome a visit to the school. Please contact Peter Beare, Head of School on 01297 678224.

**Further information about Acorn Multi Academy Trust is available on our website: [www.acornacademy.org](http://www.acornacademy.org)**

**For further information about this role, and to apply please go to our website: [jobs.acornacademy.org](http://jobs.acornacademy.org).**

Acorn Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. A DBS disclosure, as well as two satisfactory references and an online check of publicly available information are required for this post.

Closing date: 4pm Sunday 19 February 2023

Interview date: Friday 24 February 2023

# Job Description

## Class Teacher

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Part One: Teaching

#### A teacher must:

##### **Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

##### **Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

##### **Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

##### **Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
  - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

**Part Two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.



- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

*'The Acorn Multi Academy Trust*

*is committed to safeguarding and promoting the wellbeing of all children, and expects all staff and volunteers to share this commitment.'*

Appointments are made subject to a satisfactory Enhanced Disclosure and Barring Service (DBS)

### **Personal Qualities (Emotional Intelligence):**

#### **Self-awareness Social awareness**

Emotional self-awareness Empathy

Accurate self-assessment Organisational Awareness Self-confidence

#### **Self-management Relationship management**

Emotional self-control Developing others

Transparency Inspirational leadership

Adaptability Change catalyst

Achievement orientation Influence

Initiative Conflict management

Optimism Team work and collaboration

#### **Safeguarding**

Awareness of safeguarding policies and procedures

Awareness of child protection policies and procedures

Sensitivity to child and family needs

Well developed sense of empathy

Well developed communication skills

# Person Specification

The Person Specification is an important part of the application process and will be used to shortlist candidates. You will need to demonstrate in your supporting statement/application form how you meet the following criteria.

	Essential	Desirable
<b>Experience</b>	<ul style="list-style-type: none"> <li>Qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>Previous primary experience</li> </ul>
	<ul style="list-style-type: none"> <li>Excellent classroom practitioner</li> </ul>	
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>Knowledge of the primary curriculum</li> </ul>	
	<ul style="list-style-type: none"> <li>A thorough understanding of planning to meet the needs of all groups of learners</li> </ul>	<ul style="list-style-type: none"> <li>Experience of leading a subject area</li> </ul>
	<ul style="list-style-type: none"> <li>An understanding of how Assessment for Learning informs progress in children's learning</li> </ul>	<ul style="list-style-type: none"> <li>Experience of raising standards</li> </ul>
	<ul style="list-style-type: none"> <li>An ability to teach using a variety of approaches that engage and inspire children's learning</li> </ul>	
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>Able to establish and maintain relationships with parents</li> </ul>	
	<ul style="list-style-type: none"> <li>Good organisational skills</li> </ul>	
	<ul style="list-style-type: none"> <li>High expectations of self and others</li> </ul>	
	<ul style="list-style-type: none"> <li>Passionate about children's learning</li> </ul>	
	<ul style="list-style-type: none"> <li>A real team player</li> </ul>	
	<ul style="list-style-type: none"> <li>A reflective practitioner focussed on self-improvement</li> </ul>	
	<ul style="list-style-type: none"> <li>Supportive of the Church school ethos</li> </ul>	
	<ul style="list-style-type: none"> <li>Keen to contribute to the life of the school and the community</li> </ul>	<ul style="list-style-type: none"> <li>Able to offer after school activities</li> </ul>
	<ul style="list-style-type: none"> <li>Good sense of humour</li> </ul>	
	<ul style="list-style-type: none"> <li>Energetic, flexible and adaptable</li> </ul>	
	<ul style="list-style-type: none"> <li>Pro active and creative</li> </ul>	
	<ul style="list-style-type: none"> <li>Pro-active and innovative in teaching and school environment</li> </ul>	

# Additional Information

## Application Process

Applications will only be accepted from candidates completing the Acorn Multi Academy Trust Application Form. Please complete ALL sections that are relevant to you as clearly and fully as possible. A CV on its own will not be accepted in place of a completed Application Form.

Because of the large volume of applications we receive, it is not possible to reply to unsuccessful applicants. If you have not heard from us within 2 weeks of the closing date, please assume you have not been successful in securing an interview on this occasion. However, please do not let this dissuade you from applying for future vacancies should they arise.

The Job Description describes the role and responsibilities of the job. It will give the main purpose of the job and will list the tasks and duties which you will have to perform if you are appointed. The Person Specification tells you what skills, knowledge and experience the person ideally has to be able to do the job. The Person Specification lists these requirements in terms of 'Essential' and 'Desirable' criteria.

Your application will form the main source of information used to decide whether you will be selected for further consideration. You should demonstrate that you meet all of the essential criteria, so do make sure that you clearly show how you meet each item. The decision on who to invite to interview will be made by comparing what you put on your application with what we have asked for in the Person Specification.

## Submission of application forms

Online at [jobs.acornacademy.org](https://jobs.acornacademy.org)

## Interview Process

References will be requested for all candidates shortlisted for interview prior to interview. Any relevant issues arising from references will be taken up at the interview.

If you submit your application electronically, you will be asked to sign the declaration on the application form at the interview.

If you are invited to interview, you will need to bring the following paperwork:

**Original** qualification certificates (if applicable)

**Original** current/valid proof of photo identity i.e passport or driving licence

## Notification of result of the interview

You will be notified of the result of your interview within a couple of days. If you are the preferred applicant for the position, you will then be required to complete a number of onboarding forms and processes.

**Email:** A Trust email address will be set up for you and you will then use this for all your onboarding.

**DBS:** you will be required to complete an online DBS application, even if you already have a DBS certificate as each organisation/role requires you to have a separate DBS certificate.

**Online checks:** In accordance with our statutory obligations under Keeping Children Safe in Education the Trust is required to conduct an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the Trust might want to explore with you further.

We carry out these searches using a trusted third party (Social Media Checks). We will send you a link to Social Media Checks to their website for the search to be carried out on publicly available information.

If you would like to inform us of anything that might come to light when we perform this search, please contact Personnel ([personnel@acornacademy.org](mailto:personnel@acornacademy.org)) or 01297 800250.

**Training:** We ask you to complete several training courses online before you start as part of your induction including safeguarding and data protection. The link to the training provider will be sent to you.

**Health check:** Our pre-employment health questionnaire and assessment is provided by Medigold Health. Depending on the outcome of your questionnaire, Medigold Health may ask you to provide some further information to them and if necessary, they will provide us with details of how best to support you in the workplace (Medigold does not share confidential information with us).

Please do not hesitate to contact the Personnel Department on 01297 800250 or by email: [personnel@acornacademy.org](mailto:personnel@acornacademy.org) if you require any additional information or have any questions.